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ABSTRACT

This material developed as a resource in Los Angeles, California, is designed to assist teachers in the planning of social studies programs for grades one, two, and three. The ideas and suggestions are related directly to the two State textbooks which were adopted in 1971--"The Social Sciences: Concepts and Values," and "Voices of Life." The program's objectives are to help children confront issues, make decisions regarding problems needing better solutions, and develop worthwhile values that bring added meaning to life. An interdisciplinary approach to concept formation through inquiry, problem solving and discussion is emphasized. The major portion of the publication consists of the following information on each of the two basic textbooks at the three grade levels: 1) style and content; 2) guidelines in using the textbook; 3) guidelines for developing a lesson plan; 4) content for each section of the textbook with added behavioral activities and supplementary materials. A philosophy of the new studies in the social sciences, a review of program goals, and grade level themes are also provided. Included in the Appendix are suggested objectives, sequential skills in social studies programs, pupil activities, and instructional resources. (Author/RM)

Norman H. Rossell

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Teacher Resource Material For

STUDIES IN THE SOCIAL SCIENCES

GRADES ONE, TWO, AND THREE

LOS ANGELES CITY SCHOOLS
Division of Instructional Planning
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TEACHER RESOURCE MATERIAL

FOR

STUDIES IN THE SOCIAL SCIENCES

Grades One, Two, and Three

LOS ANGELES CITY SCHOOLS

1973

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1973

Los Angeles Unified School District

FOREWORD

This material has been developed as a resource to assist teachers as they plan programs in the social studies. The ideas and suggestions are related directly to the state textbooks adopted in 1971.

Special appreciation is expresed to Joyce Barnes who assisted in developing lessons, and to Polly Vickers, other members of the study committee, and teachers who provided ideas, time and effort in the production of the material:

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PHILOSOPHY OF NEW STUDIES IN THE SOCIAL SCIENCES

The need for a better world in which people can find workable solutions to social problems has prompted social scientists to take a close look at long-held beliefs about man and his relationship to society -- beliefs that no longer provide answers to society's growing problems. Many express the viewpoint that man has allowed his creative genius for technology and "progress" to control his way of life resulting in a society devoid of human meaning.

Social problems no longer can be taken lightly as people become concerned with the over-crowding of the planet, the rapid dwindling of natural resources, pollution, urban congestion, a disregard for human values, and the weakening of the family unit -- once honored for its role in providing a foundation for responsible behavior. Emerging in the young are feelings of meaninglessness about life, a loss of confidence in their ability to achieve aspirations, and a disregard for a society that does not prepare them for their role in it.

It has become apparent that man's power over his environment and his own well-being no longer holds true. Technology and rapid change in ideas and knowledge have created a complex society requiring a realignment of ideas from all disciplines to bring about needed change.

Reflecting this need, trends in new programs in the social sciences will attempt to prepare pupils for their roles in assisting to shape a changing and dynamic society to respond to the humanness of man and to man's need for a meaningful existence.

Peter Drucker and other spokesmen for change in America believe that the most important thing pupils will have to learn is how to learn. Ralph Tyler[1] places strong emphasis on problem solving, how to meet new situations, upon skills of observational analysis and communication and upon the development of attitudes appropriate to change.

The elementary grades appear to hold the most promise in meeting this challenge since it is in the early years that children grow in their awareness of the world in which they live, form concepts that provide a foundation for later decision making, and begin to develop attitudes and feelings that shape long-standing values about themselves, about other people, and about their role in society.

With the new textbook adoption (The Social Sciences: Concepts and Values and Voices of Life), the program in the elementary grades will emphasize an interdisciplinary approach to concept formation (illustrated on chart, below) through inquiry, problem solving, and discussion. It will help children to confront issues, to make decisions regarding problems needing better solutions, and to develop worthwhile values that bring added meaning to life.

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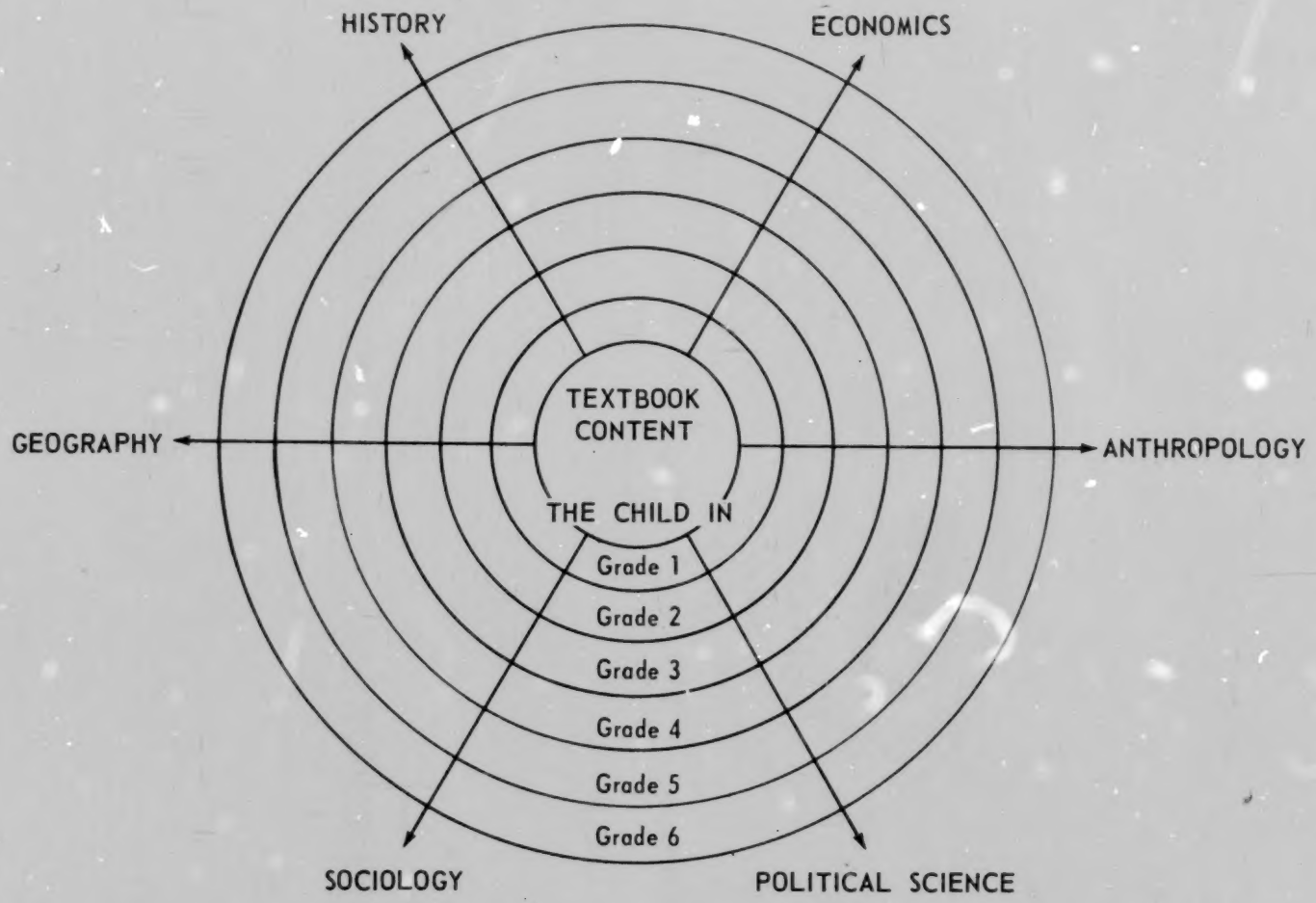
[1] Designing Education for the Future, Vol. 11, p.36.

INTERDISCIPLINARY APPROACH TO PROGRAM DEVELOPMENT IN GRADES K-6



REVIEW OF GOALS

Teachers may wish to review the statements listed below, as school goals and sub-goals in social studies are developed. The statements reflect behaviors that may not be reached by primary pupils for many years. They are listed merely as guidelines for behavior that teachers can begin to develop in social studies programs.

Individuals who are responding positively to concepts, values, and skills inherent in the various social science disciplines will act in these ways:

1. Develop personal qualities of human dignity and understanding that enable positive interaction with other people: compassion, empathy, mercy, respect, appreciation.

2. Demonstrate pride in one's culture and respect for people of differing cultures.

3. Help others to achieve a better life style by contributing in postive ways to the betterment of the community.

4. Understand the complexities of our society and the need to work with others in resolving conflicts.

5. Accept changing conditions with assurance.

6. Approach a new situation, evaluate it, and make a decision on the outcome.

7. Become aware of the opportunities available in a work-oriented society and engage in the pursuit of self-determined goals.

8. Understand the functions of democratic government and the participatory role of the individual in making the democratic process work.

9. Develop practical understanding of basic economic principles in order to function successfully in a consumer society.

10. Develop appreciation and respect for the environment as a source of beauty and as a provider for human needs and material goals -- but recognize its limitations in serving growing and changing communities.

11. Grow in the skills and tools of learning that provide a foundation for acting in mature and responsible ways.

GRADE LEVEL THEMES FOR STUDIES IN SOCIAL SCIENCE

The following themes, replacing those of previous social studies programs, reflect the concepts and content of the social studies textbooks adopted in 1971, which place emphasis upon the individual in society.

Kindergarten:	People and Their Environment
Grade One:	The Individual -- Developing a Cultural Identity
Grade Two:	Family Life -- A Comparison
Grade Three:	People and Their Communities
Grade Four:	California -- Its Changing Cultures
Grade Five:	The United States -- A Comparison of Cultures
Grade Six:	Nations and Societies of the World

TEXTBOOK ADOPTION IN SOCIAL STUDIES FOR THE PRIMARY GRADES

Kindergarten		Grade 1	Grade 2	Grade 3
	Basic	The Social Sciences: Concepts and Values, Blue. Teacher's Edition available Voices of Life Program, Book 1. Teacher's Edition available	The Social Sciences: Concepts and Values, Red. Teacher's Edition available Voices of Life Program, Book 2. Teacher's Edition available	The Social Sciences: Concepts and Values, Green. Teacher's Edition available Voices of Life Program, Book 3. Teacher's Edition available Voices of the People. Teacher's Edition available
People in Action A, Chartbook. Teacher's Manual available Early Childhood Series (39 titles) The Earth, Home of People, Chartbook. Teacher's Manual available	Supplementary	People in Action B, Chartbook. Teacher's Manual available People at Home, Level 1. Teacher's Edition available Families and Social Needs, Level 2. Teacher's Edition available	People in Action C, Chartbook. Teacher's Manual available Communities and Social Needs. Teacher's Edition available Which Way? Teacher's Edition available	People in Action D, Chartbook. Teacher's Manual available Regions and Social Needs. Teacher's Edition available How Far? Teacher's Edition available Afro-Americans, Then And Now
TEACHER MATERIALS Social Science Implications with Teaching Suggestions (Teacher's Manual for Early Childhood Series)		TEACHER MATERIALS	TEACHER MATERIALS California: Past, Present, Future	TEACHER MATERIALS California: Past, Present, Future American Heritage People and Their Environment. Teacher's Curriculum Guide to Conservation Education

CONSIDERATIONS IN PLANNING PROGRAMS[1]

In planning to use either of the two basic textbooks adopted for social studies programs -- THE SOCIAL SCIENCES: CONCEPTS AND VALUES or VOICES OF LIFE, teachers may wish to consider the following steps in planning programs:

1. Review the grade level theme.
2. Examine textbook content to determine conceptual arrangement.
3. Select a preferred way to use the textbook.
4. Determine particular goals and objectives to serve the pupils.
5. Select activities stated in behavioral terms to assist in assessing pupil learnings. (These become the performance objectives.)
6. Plan questions which stimulate pupil inquiry and provide the incentive for investigations in problem solving. (The following levels of thinking and related questioning are based upon Bloom's taxonomy.[2])

   Knowledge: Tell, list, describe, identify, recall, who, when, where, which, what

   Comprehension: Interpret, compare, contrast, explain

   Application: Demonstrate, solve

   Analysis: Arrange, list problems or solutions, classify, summarize, what are causes or consequences, what are steps of the process, how, why

   Synthesis: Create, devise, compose, develop, suppose, form something new, hypothesize, predict, what would happen if

   Evaluation: Select, choose, evaluate results, judge evidence

7. Review reading skills which relate to the content of the Social Sciences -- vocabulary development, comprehension of reading content, communication of ideas, reference reading, picture analysis, and skills in using maps and globes.

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[1] Refer to Contents, p. v, for examples of themes, goals, objectives, and activities contained elsewhere in this resource material.

[2] Benjamin S. Bloom, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: Longmans, Green, 1956)

8. Gather supplementary textbooks and other materials to be used in multi-reference lessons, at learning stations, and for extended activities and projects.

9. Investigate the use of community resources to augment programs.

As pupils begin to work in the basic textbook, teachers, through their diagnostic procedures, may find it necessary to modify the program to serve pupils more directly. This can be done by adjusting the use of the books in several ways:

1. Exchange textbooks with teachers at different grade levels to obtain appropriate levels of reading materials.

2. Tape selected content for individual or group work.

3. Re-write, in easy language, selected content from the Teacher's Edition of the text.

4. Team with another teacher -- grouping and rotating pupils in various ways to serve interests and abilities.

5. Pre-teach the textbook vocabulary before releasing pupils to read by themselves -- charts containing lists of words, words in sentences, or words in paragraph context prepared ahead of time and included in lessons as they are needed.

6. Find out what the pupils already know and what they need to know about the content to be studied. Questions asked of second graders such as, "What is a map?" or "Where do families live?" will provide insight into the conceptual development of the pupils and the direction the teacher may wish to take, next.
7. Build concepts upon the experiences of the children and then relate ideas to the textbook content.
8. Provide opportunities for children to assist in building the activity program in which they will take part.
9. Divide a central, abstract question on "community," such as the following for grade 3 pupils, into several parts. (The teacher begins questioning at a simple level and continues to build the concept of "community." When the pupils have discussed many things that occur in their community, they will be able to answer the abstract question.)

   Central question: "Will you be proud of your community in the future?"

   Steps in questioning:

   a. What is a community?
      (1) Do you live in a community?
      (2) Who else lives in a community?
      (3) What do you find in a community besides people?

(4) What do you see in your community?
(5) What do you do in your community?
(6) Are there places to play?
(7) Is the air in your community good to breathe? Why? Why not?
(8) Is your community a beautiful place? Explain.
(9) Is crime increasing there? How do you know?
(10) Are people voting in your community? How do you know? How can you find out?
(11) Are people learning in the community? How do you know? Is it important? Why?

b. Why should we want to know all about our community?

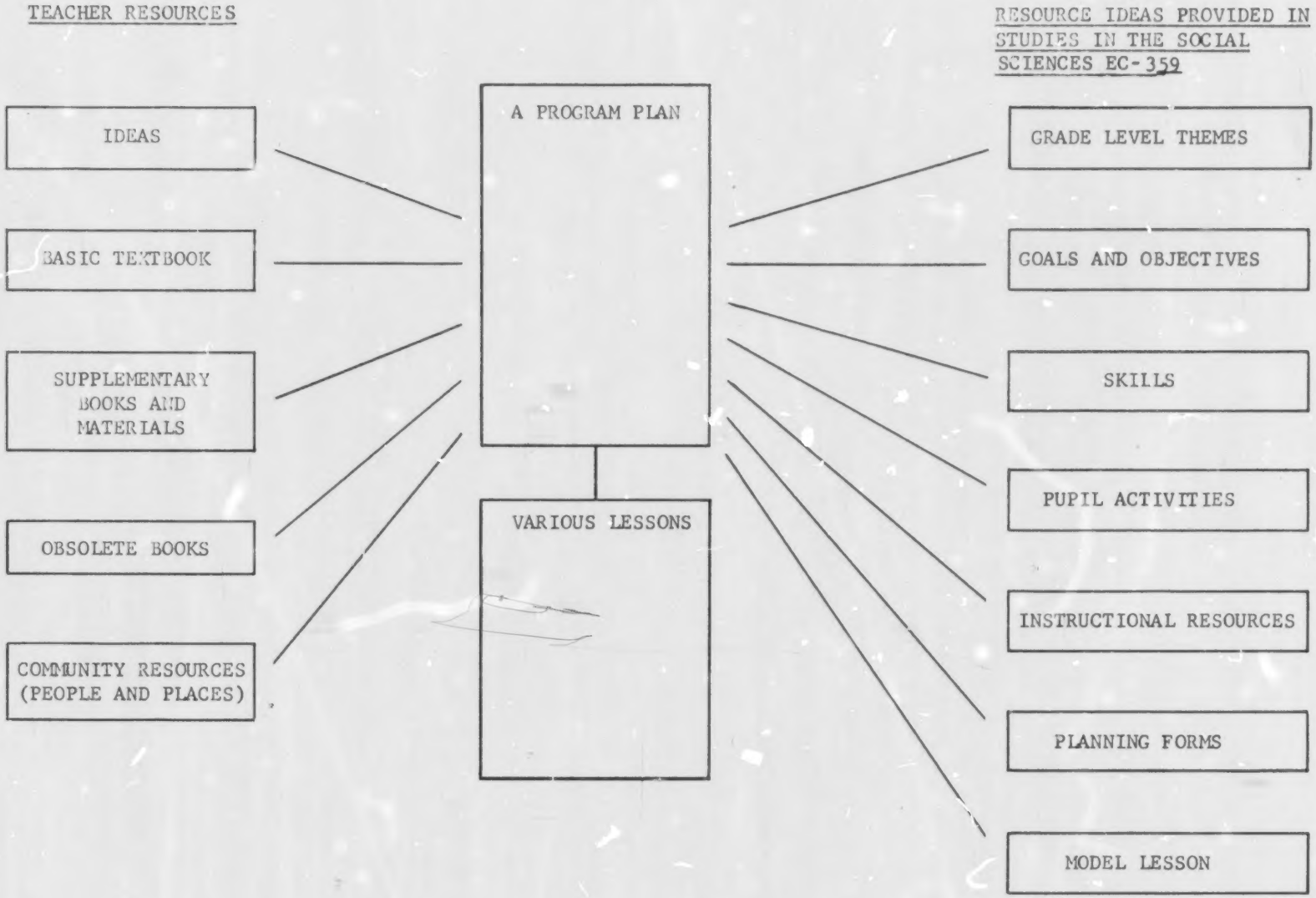
c. How can we make our community better?

d. Will you be proud of your community in the future? (Central question)

The chart on the next page summarizes the various resources available in planning programs.

In the sections to follow, the uniques style of each basic textbook, (The Social Sciences: Concepts and Values and Voices of Life, will be explored and suggestions made regarding guidelines and options available to provide flexibility in using the textbooks.

A general lesson format for each text is provided on succeeding pages with a sample lesson developed in full for each grade and textbook. Planning forms follow which contain supplemental information to use in developing further textbook lessons. Additional ideas are included in the Appendix.



USING VARIOUS RESOURCES TO PLAN PROGRAMS

BASIC TEXT: THE SOCIAL SCIENCES: CONCEPTS AND VALUES

TEXTBOOK STYLE AND CONTENT -- THE SOCIAL SCIENCES: CONCEPTS AND VALUES

The program incorporated in The Social Sciences: Concepts and Values attempts to bring meaning to the human experience through inquiry into the behaviors of individuals and groups as they interact, for various purposes, in society.

The textbooks are structured within a set of conceptual schemes -- interdisciplinary in nature -- which begin in simple terms and become more complex at later stages of the child's maturity. These concepts contain the content of knowledge, skills, and attitudes to be developed by pupils. Experiences suggested below will help pupils to gain understanding about:

- the different regional environments of the earth and how people are able to adapt to the environments in which they find themselves
- how people obtain and use the resources at their disposal to serve their basic needs and wants
- how the human environment is molded, adapted to, or modified by people to suit the purposes of those living there
- how and why individuals both resemble each other and are different from each other
- how the individual personality grows and develops when confronted with new experience
- the development of various cultures with their differing habits and customs and the intermingling of these groups into new and different cultural communities
- the dependence of people on one another for a protective, healthy, and meaningful existence
- why people behave socially and politically in the ways they do to achieve desired goals

To further the process of thinking (methods of intelligence), the questioning technique is suggested as the predominant method to be used by the teacher in furthering conceptual development. Using this procedure, teachers will encourage pupils to inquire into and to investigate the things, people, and events that relate to the world in which they take part now and will in the future.

The textbook is divided by units, each containing several sections of reading content with related questions and suggested activities that reinforce concepts, provide opportunities for the development and growth of personal values, and assess learnings.

Lessons described in the Teacher's Edition of the textbook provide four steps in teaching the content:

(1) A learning situation is created by the teacher (a problem situation or a setting based, first, upon the child's experience).

(2) Human behavior and the environment are explored by pupils in terms of the situation or setting.

(3) Orderly explanations are sought by pupils about behavior under inquiry.

(4) Explanations are tested by pupils.

Although knowledge changes, the acquisition of facts is important in establishing a base for sound concept building. As concepts grow and interrelate with other concepts, a conceptual proposition begins to form (concept statement). When conceptual propositions that make up the ingredients of a conceptual scheme are fully understood, a generalization emerges.

The following terms are used in the Teacher's Edition to clarify the above conceptual treatment of ideas:

- Concept -- an idea about something (i.e. boy, people, tree, road, resources).
- Concept statements -- propositions in support of a conceptual scheme (i.e. "Individuals resemble each other; people utilize the resources of their environment to secure basic needs.")
- Conceptual scheme -- a basic understanding, generalization, or time-tested truth (i.e. 'Man is the product of heredity and environment.")

GUIDELINES IN USING THE TEXTBOOK, THE SOCIAL SCIENCES: CONCEPTS AND VALUES

Teachers have several options available to them in using the above textbook. One or more of the following approaches appear feasible:

1. Teach the first two sections of a given unit and the last section. Then, move on to the next unit, utilizing the same, sequential approach.
2. Teach the content and concepts in the sequence provided by the textbook.
3. Isolate a conceptual strand and wherever that concept is developed in the book, teach that particular content (i.e. Adaptation to Environment, Interdependence).
4. Teach comparative studies by relating the previous social studies program to the new one. In Grade 3, teachers might select the concept statement, "Communities grow and change," develop a study of the Pilgrims from the new textbook, and then use this information in a study of the people of early Los Angeles -- the previous unit theme for Grade 3.)

5. Develop a series of mini-units in which topical themes with a conceptual base become the core of the program. Find, within the textbook, the appropriate content to serve the theme. A program based upon mini-units might include several of the following:

- People Helping Others
- Customs Around the World
- Men and Machines
- Growing Up
- My Culture
- Understanding Other Cultures
- Beautifying the Environment
- Freedom
- Building Better Cities
- The Earth's Resources
- The Year 2000

6. Periodically, individualize the program by setting up learning center tasks based upon the related reading skills of social science. (A complete list of skills is provided in the Appendix.)

LESSON FORMAT OF THE TEXTBOOK,

The Social Sciences: Concepts and Values

I. Creating the Learning Situation (Teacher Preparation)

A. Text pages:

B. Concept:

C. Setting: (An event, time, place, or learning situation)

D. Resources: (Information contained in Teacher's Edition of text; pictures, charts, filmstrips, other materials)

II. Introducing the lesson (Motivation)

Select from the following:

. question . problem statement . map . reading material . filmstrip
. problem . role playing . globe . picture

III. Developing the lesson

A. Reading (with guidance) selected portion of text

B. Discussing text and pictures through teacher-directed inquiry

C. Furthering concept building through an activity

D. Referring back to textbook for additional information

E. Discussing content and related experiences

F. Participating in additional concept-building activities

IV. Summarizing the Lesson (Assessment)

A. Verifying progress (Testing concepts -- formal or informal)

B. Value seeking (Discussing attitudes and feelings about content situations)

V. Alternative Experiences (Extended Learnings)

Pupils will apply understandings through projects and activities

Programs for Grade One -- The Social Sciences: Concepts and Values

- Developing a Lesson
  (The format of a sample lesson developed in full)

- Planning Forms
  (Content for each section of the textbook with added behavioral activities and supplementary materials)

  Units One and Five - A Look At Ourselves and the Things We Need
  Units Two - The Places We Live In
  Unit Three - The People We Learn From
  Unit Four - The Rules We Make
  Unit Six - The People Who Help Us
  Units Seven and Eight - A Look Back and Ahead

Developing a Lesson for Grade One -- THE SOCIAL SCIENCES: CONCEPTS and VALUES

I. Creating the Learning Situation

A. Text page: page 28, Unit Two, Lesson 7

B. Concept: ADAPTATION TO ENVIRONMENT (Man adapts various physical features for his own use.)

C. Setting: Rural and urban rivers and other bodies of water

D. Resource materials: Pictures of various boats on waterways (optional)

II. Introducing the Lesson

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
. Why is water important to us?	Group discussion	
. In what different ways do people use water?	Group discussion (Teacher records responses on board.)	

III. Developing the Lesson

. In your book, turn to page 28 and look at the two pictures on the page. (Have pupils read the questions and discuss the likenesses and differences in the two pictures.)	Reading text questions and discussing pictures	28
. What do you see in each of the pictures that had to be built by workers? Why do you think so? Which things were probably there before people came to live there? (In order to help pupils distinguish between the man-made and the natural environment, list two headings on the board, "Things Made by People" and "Things Not Made by People" and have the pupils classify things in the two environments.)	Discussing pictures As a group, classifying things according to the natural and the man-made environment	
. Why do people change the natural environment?	Group discussion	
. What would be different in the way people live in these two environments? (page 28)		28

IV. Verifying Progress

A. Value seeking

. In which environment would you rather live? Why?	Drawing environments
. (Have the children draw a picture of a place where they would like to live.)	

Teacher Questions, Participation	Pupil Involvement	Pupil Page
B. Testing Concepts		
. In the picture you have drawn of an environment you would like to live in, list the things that workers did to the environment and the things that were not changed.	As individuals, classifying things according to the natural and the man-made environment	
. What have we learned about the environment? (Summarize pupil responses on chart for future reference.)	As a group, summarizing what has been learned about the environment	
VI. Alternative Experiences (Extended Learnings)		
. Look at the tugboat in the picture. Find out what it is doing.	Researching the job of a tugboat	28
. Draw pictures of other boats that travel on water. (Have the children label their boats.)	Drawing boats that travel on water; labeling pictures	
. Write a story about how your life would change if we had only water enough to drink.	Writing individual stories about life without water	
. (Have children locate stories about children who live near water by referring to readers, library books, science books, etc. They may use bookmarks with the word "Water" to indicate the location of the stories. The teacher may wish to read these stories to the children or tape them for a learning center activity.	Locating stories about people who live near water	
. Write a story about what you would like to do on a sunny afternoon if you lived near the water.	Writing creative stories on living near water	
. (Have the children construct a harbor and other waterways. Blocks can be used for role playing to clarify the adaptation and uses of water systems.)	Constructing a harbor from blocks; role playing the uses of water	

Planning Forms: Using these materials, teachers can plan lessons in the format of the sample lesson.

Unit One and Five, A Look at Ourselves and the Things We Need -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, BLUE

Major Concept: HUMAN VARIABILITY

Settings

Variability in people and in the ways people obtain needs and services

Related Vocabulary

. alike	. different	. weight	. carry	. need
. building	. teams	. windows	. classes	. tanks
. water	. live	. love		

Suggested Behavioral Activities

1. To develop respect for the differences and similarities among people, pupils will assist in making (1) a graph of the heights and weights of classmates, (2) a graph of the number of boys and girls in the room, (3) a chart of the numbers of pupils having a particular eye color and (4) a chart on the favorite foods of classmates: a party food and a food for dinner.

2. To build understanding that variability among people occurs in thinking, pupils will write an open-ended story beginning with the sentence, "I looked out of the window." They will share and compare the endings of their stories and discuss the differences (and similarities) in thought.

3. To help pupils realize that people act in similar ways, they will create a montage using cut-out pictures of people smiling and laughing.

Related Supplementary Materials

Pupils

- Community Services Series: The Way You Look and the Way You Feel; The Way You Live, Pub. Nos. EC-278, 269
- People At Home
- Families and Social Needs, Level 2

Teacher

- People in Action B, Chartbook

Unit Two, The Places We Live In -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, BLUE

Major Concept: ADAPATATION TO ENVIRONMENT

Settings

A variety of homes in geographical settings, how people adapt to various climates, changes in the seasons

Related Vocabulary

. dress . live . seeds . grow . places . people

Suggested Behavioral Activities

1. To understand that people live in a variety of different environments, pupils will build houses (from blocks or other material) that relate to different geographical settings.

2. To help pupils develop the concept of "environment," they will close their eyes and describe the things around them.

3. To develop understanding of the relationship between regional environments and climate, pupils will play an art game using crayons or print to illustrate a cold region and a warm region as follows:

   The teacher says, "We are going to draw a cold region. First, put a mountain in your picture. Put snow on it. Who can add something else?" The lesson proceeds as various ideas are shared and added to the individual pictures. (Other ideas might be dark clouds, rain, snow, trees without leaves, various animals of cold regions, smoke from a chimney, an ice skater on a pond, children throwing snowballs, etc.)

   When pictures have been completed, pupils will share them and place in an environment book. (The same procedure is followed for the development of a warm region.)

Related Supplementary Materials

Pupils

- People At Home, Level 1
- Families and Social Needs, Level 2

Unit Three, The People We Learn From -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, BLUE

Major Concept: INTERACTION

Settings

Adult-child experiences in learning, older children helping younger ones, indoor and outdoor activities

Related Vocabulary

. whom . learning . child . teaching . school . only

Suggested Behavioral Activities

1. To help in understanding the interaction that takes place between people in a learning situation, pupils will (1) view a film or filmstrip or listen to a story to find out how humans teach their young and discuss how learning takes place (2) observe pets to find out how animals teach their young and compare with human learning techniques (3) discuss how they have learned to do something in school.

2. To realize the need for different types of learning to suit individual situations, pupils will (1) work with a partner and discuss what they would have to learn in order to work on a farm and (2) imagine they are in a foreign country without the facility of that language: they will pantomime how they would communicate the need for food, how to indicate they are tired and need to rest, how to get someone to follow them, and how to indicate friendship.

Related Supplementary Materials

Pupils

- Community Services Series: The Way You Look and The Way You Feel; The Way You Live, Pub. Nos. EC-278, 269
- People At Home, Level 1
- Families and Social Needs, Level 2

Teacher

- People In Action B, Chartbook

Unit Four, The Rules We Make -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, BLUE

Major Concept: SOCIAL CONTROL

Settings

Health and safety rules of the school and neighborhood

Related Vocabulary

. rule	. safety	. better	. besides	. health
. follow	. should	. broken	. happening	

Suggested Behavioral Activities

1. To further understanding of the need for health and safety rules, pupils will (1) decide upon a rule to be followed when given situational events by the teacher, (2) chart health and safety rules to be followed in the classroom and (3) make up 2 rules (health and safety) for pets.

2. To reinforce the concept of safety, pupils will read about the ways we keep safe and pantomime the proper way to cross the street, drink from a fountain, carry blocks and construction tools, use hand signals when riding a bicycle, walk to and from school (avoiding neighbors' yards, not talking to strangers, not dawdling on the way.)

Related Supplementary Materials

Pupils

- Community Services Series: The Way You Live; The Way You Keep Safe, Pub. Nos. EC-269, 295
- People At Home, Level 1
- Families and Social Needs, Level 2

Teacher

- People in Action B, Chartbook

Unit Six, The People Who Help Us -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, BLUE

Major Concept: INTERDEPENDENCE

Settings

Products to meet our daily needs, transporting foods, workers

Related Vocabulary

. bread	. food	. fisherman	. suppose	. market
. catches	. fish	. classroom	. farmers	. wearing
. person	. tube	. clothing	. wheels	. pedals

Suggested Behavioral Activities

1. To increase their awareness of how people obtain the things they need, pupils will place in correct order a series of statements on how bread or clothing is made or how milk is produced.

2. To help pupils realize that foods we often take for granted involve time and careful preparation to make, they will (1) make butter, cocoa, or bread, (2) supply names of missing ingredients in a bread or butter recipe and (3) determine the name of the finished product when given the ingredients.

3. To develop the concept of interdependence of individuals on each other, pupils will decide a course of action in such situations as losing your lunch money, finding a flat tire on your bicycle, becoming separated from your parent in a department store, wishing to plant a flower but don't know how to do it.

Related Supplementary Materials

Pupils

- People at Home, Level 1
- Families and Social Needs, Level 2

Units Seven and Eight, A Look Back and Ahead -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, BLUE

Major Concept: SOCIAL LEARNING

Settings

Learning activities and social events of the past, past environments of older family relatives, predicting future events based upon past experiences (birthdays, school activities, social and seasonal activities)

Related Vocabulary

. happened	. learn	. birthday	. year	. longest
. yesterday	. thirty	. present	. past	. sixty
. remembers	. city	. oldest	. last	

Suggested Behavioral Activities

1. To gain insight into the lives of people who are close to them, pupils will interview family members to find out where the child was born and where parents, grandparents and other relatives were born. They will chart the numbers of persons born in California, other states, and other countries.

2. To help pupils understand lineage, they will draw a family tree using faces. They will include the main trunk and key branches.

3. To further understanding of the relationship between past and present, pupils will make a simple timeline using photographs of themeselves or drawings showing activities at three different ages in their lives up to the present time.

4. To become better adjusted to future events that will affect their lives, pupils will predict:
   - how many persons will come to their next birthday party
   - what they might see on the way home from school
   - what will be served for dinner
   - what they will do next Saturday
   - the weather tomorrow

Related Supplementary Materials

Pupils

- People At Home, Level 1
- Families and Social Needs, Level 2
- Community Services Series: The Way You Look and The Way You Feel, Pub. No. EC-278

Teacher

- People in Action B, Chartbook

Programs for Grade Two -- The Social Sciences: Concepts and Values

- Developing a Lesson
  (The format of a sample lesson developed in full)

- Planning Forms
  (Content for each section of the textbook with added behavioral activities and supplementary materials)

  Unit One - Learning From Others
  Unit Two - Learning How to Act
  Unit Three - Learning to Act Together
  Unit Four and Five - Families in Many Environments
  Units Six and Seven - Families Use Resources to Earn and Spend

Developing a Lesson for Grade Two -- THE SOCIAL SCIENCES: CONCEPTS and VALUES

I. Creating the Learning Situation

A. Text pages: pages 16-17, Unit One, Lesson 1

B. Concept: INTERACTION (Human contact is essential for learning.)

C. Setting: Learning within the home

D. Resource materials: Chart with headings -- "Brush My Teeth," "Cross the Street," "Dress Myself," "Play My Favorite Game"; four pupil cards (See "Developing the Lesson," below); People in Action C, Chartbook, Picture 3

II. Introducing the Lesson

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
. (Children in circle.) When you came to school, what kinds of things did you already know how to do?	Group discussion	
. How did you learn to do these things?		

III. Developing the Lesson

. (Have the children turn to page 16 and discuss the picture. Have them read and discuss question under the picture.)	Analyzing picture; reading and discussing question	16
. Turn to page 17. Who is learning in the picture? What is he learning? Who is teaching him? (Have children read the question below the picture and discuss.)	Analyzing picture; reading and discussing question	17
. Before you came to school, you knew how to put on your shoes. Who taught you to do this? (Write heading on board, and have children list various people who helped them.)	Listing ideas	
. (Group the class in four groups for poll taking of other preschool learnings.)	Classifying various people who help; poll taking; group discussion	

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
. (Give one of the following cards to one member of each group for polling and reporting the findings of his group.) Brush My Teeth — Cross the Street Dress Myself — Play My Favorite Game Brush My Teeth Parents / Brothers and Sisters / Other People		
. (Have children return to circle to discuss findings. Place headings on board to record results.)	Reporting information	
IV. Summarizing the Lesson (Assessment)		
A. Verifying progress		
. Why hasn't the same person helped you every time? (Lead children to understand that many people help us to learn important things.)	Group discussion	
B. Value seeking		
. How important is it to have others around to learn from? How do you feel when you help others to learn?	Group discussion	
V. Alternative Learnings (Extended Learnings)		
. (Suggest to children that they might like to teach a family member how to do something. Have them report their findings to class the next day.)	Home involvement in teaching something to family member; reporting findings	
. (Have children role play how they would teach someone to eat ice cream or drink from a cup.)	Role playing the teaching of selected learnings	
. (Use picture 3 of People in Action to discuss what is being learned and how the person is teaching it.)	Group discussion	

Planning Forms: Using these materials, teachers can plan lessons in the format of the sample lesson. Grade Two

Unit One, Learning From Others -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, RED

Major Concepts: INTERACTION

Settings

Home and school environments, children in other countries learning to do things

Related Vocabulary

. family	. India	. Ghana	. Japan	. Christobal	. Rani
. families	. United States	. Greece	. Rusty	. Alexander	. Ama
. brothers	. sisters	. taught	. teach	. Hiroshi	. learning
. mend	. chess	. habit	. brushing	. buttons	. sweater
. dinner	. suppose				

Suggested Behavioral Activities

1. To develop respect for the customs of other cultures, pupils will (1) welcome a vistor from another country who has come to talk to them about how children learn to do things in that country; they will listen and ask questions of the speaker; (2) identify various cultures from the teacher's descriptions of those cultures.

2. To develop greater understanding of the importance of learning to do things, pupils will analyze what they would have to learn in these situations: going fishing, going on a camping trip to the mountains, traveling on a bus, riding a two-wheeled bike, making a cake or a sandwich, taking a younger brother or sister home from school. They will decide what an older person in the family could teach them.

3. To demonstrate their understanding of the meaning of good habits, pupils will make a group picture illustrating various good habits to follow.

Related Supplementary Materials

Pupils
- Communities and Social Needs
- Which Way?

Teacher
- People in Action C, Chartbook

Unit Two, Learning How To Act -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, RED

Major Concept: SOCIAL CONTROL

Settings

Situation involving rules, rights, laws, customs

Related Vocabulary

- knocking
- door
- rule
- obey
- customs
- rights
- laws
- trash
- polite
- protect
- countries

Suggested Behavioral Activities

1. To develop individual responsibility for rules that govern behavior, pupils will role play the people who apply rules: the bus driver, policeman, fireman, crossing guard, custodian, cafeteria worker.

2. To increase their awareness of needed rules for classroom activities, pupils will create various poster signs of rules to obey in the classroom.

3. To demonstrate respect for cultures other than their own, pupils will (1) take part in a classroom fair to honor the customs of other cultures represented in their classroom and (2) create and teach a new custom appropriate for all the children in the classroom.

Related Supplementary Materials

Pupils

- Communities and Social Needs
- How Far?

Teacher

- People in Action C, Chartbook

Unit Three, Learning to Act Together -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, RED

Major Concept: GROUP BEHAVIOR

Settings

Family and social groups at work and play

Related Vocabulary

- group
- belong
- goal
- North Pole
- together
- explorer
- Eskimos
- record
- depend
- choose
- social
- mayor
- police chief

Suggested Behavioral Activities

1. To gain insight into the rewards associated with belonging to family and social groups, pupils will draw pictures of, or write stories about, groups they belong to or would like to join. They will discuss how they are expected to act in these groups.

2. To develop positive behavior in school learning groups, pupils will observe activities in play groups, reading groups, and work groups for a two-day period. They will identify those behaviors that are positive, draw them, and share their ideas with others.

3. To develop greater understanding of various types of behavior common to groups, pupils will select one of three groups to join for a role-play situation and behave in activities typical for that group. (i.e., play group, social group, learning group) They will indicate why they exhibited their particular behaviors.

Related Supplementary Materials

Pupils

- Communities and Social Needs

Teacher

- People in Action C, Chartbook

Units Four and Five, Families in Many Environments -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, RED

Major Concept: ADAPTATION TO ENVIRONMENT

Settings

Learning the skills of maps and globes, making a globe, various regions of the world, locating places, where cultural groups live, how they live

Related Vocabulary

- earth
- globe
- movies
- weather
- camels
- libraries
- picnic
- flags
- beach
- oxen
- pieces
- snow
- fields
- place
- environments
- chopsticks
- languages
- sunshine
- television
- pictures
- north, south
- east, west
- cherry blossoms
- painted
- ocean, lakes
- mountains
- deserts
- English
- Japanese
- crowded
- subway
- slippers

Suggested Behavioral Activities

1. To increase their awareness of distant places, pupils will locate on a globe or world map the homelands of Rani (India), Christobal (Mexico), Alexander (Greece), Ama (Ghana), and Hiroshi (Japan). They will trace possible routes from these countries to the United States.

2. To demonstrate their ability to locate places in the world and to plan for the future, pupils will plan a trip to one of five countries -- India, Mexico, Greece, Ghana, and Japan. They will decide what kind of transportation to take to get there, the kind of clothing to pack, and the type of gift to take that represents their own culture.

3. To build appreciation for the music of various cultures, pupils will (1) listen to regional music and discuss the words and the music in terms of the physical environment and the customs of the people and (2) sing appropriate songs.

Related Supplementary Materials

Pupils

- Maps and globes
- Recordings of regional music
- Music textbooks containing regional songs
- Communities and Social Needs
- How Far?

Units Six and Seven, Families Use Resources to Earn and Spend -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, RED

Major Concept: UTILIZATION OF RESOURCES

Settings

Obtaining goods and services, earning and spending money, buying and selling, people who produce goods and services, identifying natural resources in various regional settings.

Related Vocabulary

. earning	. money	. neighbors	. vegetables	. cameras	. divide
. spending	. shirt	. neighborhood	. factories	. saving	. salmon
. groceries	. sheep	. decorations	. resource	. shelter	. cotton
. services	. income	. newspaper	. building	. errands	. rice
. saw mill	. goods	. orange juice	. animals	. theater	. wool
. produce	. forest	. sidewalk	. sweater		

Suggested Behavioral Activities

1. To develop initial understanding of economic principles, pupils will (1) become producers of products (i.e., birthday cards, simple toys made of wood, ceramic items) and display them at a school fair or festival and (2) act as consumers of services by purchasing (with play money) desired classroom activities (activities at learning centers, painting a picture, using the song bells, playing a special game).

2. To become directly involved in the conservation of the natural environment, pupils will (1) write a newsletter to family members on how to save the environment and (2) make up signs for the room relating to saving school supplies.

Related Supplementary Materials

Pupils

. Communities and Social Needs

Programs for Grade Three -- The Social Sciences: Concepts and Values

- Developing a Lesson
  (The format of a sample lesson developed in full)

- Planning Forms
  (Content for each section of the textbook with added behavioral activities and supplementary materials)

  Unit One - People in Communities
  Unit Two - Communities and Their Physical Environments
  Unit Three - Life in Various Communities
  Unit Four - Changing Communities in America
  Unit Five - Needs of Communities
  Unit Six and Seven - Government

Developing a Lesson for Grade Three -- THE SOCIAL SCIENCES: CONCEPTS and VALUES

I. Creating the Learning Situation

A. Text pages: pages 72-77, Unit Two, Section 6, "Adapting to a New Climate"

B. Concept: ENVIRONMENT (Human adaptation to the environment through the help of others)

C. Setting: Arrival of the Pilgrims at Plymouth

D. Resource materials: Wall map of North America, Teacher's Manual of basic text, filmstrip or study print on the Pilgrims or the Puritans

II. Introducing the Lesson

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
. (Have the children visualize a polar flight to London. Their plane has been scheduled to stop at an Eskimo village to pick up a passenger. Before they can take off, a snow-storm sweeps the area, grounding the plane until spring. Ask the children questions about the situation.) a. How would you feel if this happened to you? What about plans you may have made and cannot complete? b. What would you have to do in order to survive through a long winter? c. Where will you get help? Do you think the Eskimos will be willing to help you? Why do you think so? How do you think they could help?	Group discussion; hypothesizing; decision making; problem solving	
. (Explain the Pilgrims' landing in Massachusetts instead of Virginia, as they had planned. Refer to map of North America. Point out Virginia and Massachusetts and discuss differences in climates.) How do you think the Pilgrims felt when they discovered they had landed in Massachusetts instead of Virginia?	Group discussion	

III. Developing the Lesson

. To see what happened, read the two sections beginning on page 72, called "Building Shelters" and "Learning to Grow Food." As you read, think of two main ideas -- the problems they had and how they solved them.	Reading for information	72-73
. (Have children chart the above ideas and discuss them.) Problems | Solutions	Making a chart on problems faced by the Pilgrims; group discussion	
. How do you suppose Squanto was able to be so helpful to the Pilgrims?	Group discussion	

. (Read selection from Governor Bradford's "History of Plymouth Plantation" in Teacher's Manual.) How do you think Squanto adjusted to his environment after he returned from England? Why did he stay with the Pilgrims rather than join another tribe? What might have happened to the Pilgrims if Squanto had not befriended them?	Listening to factual account of Plymouth settlement; group discussion	
IV. Summarizing the Lesson		
A. Verification of progress		
. What have we learned about environments and how people adapt to them in order to survive?	Group discussion	
. Why is it necessary for people to help one another?		
B. Value seeking		
. Why do people sometimes choose a hard way of life?		
. In the case of the Pilgrims, why did they stay in North America when they were suffering so much instead of finding a better place to live? What choices did they have?		
V. Extended Learnings		
. Write a story about a day in the life of a Pilgrim during the first winter.	Writing a story	
. Find out why the Pilgrims came to North America. (Have children ask older member of the family.)	Researching a topic	
. (Have the pupils read about the Puritans on pages 75-76 and compare their lives with the Pilgrims. Break the class into small groups for discussion. Have leaders report their findings.)	Reading for information discussing in small groups	75-76
VI. Alternative Experiences		
. (Have the children write a group letter to the Plymouth Chamber of Commerce to ask questions about the Pilgrims.)	Writing a group letter to Plymouth, Massachusetts	
. Write a story about how people can survive in a new and different environment through the help of others.	Writing an original story	
. (Set up a learning station with a filmstrip or study print containing information on the Pilgrims or Puritans. Have the children take turns at the center and report their findings to the class.)	Working at a learning station	
. (Have the children role play the first Thanksgiving.)	Role playing	

Planning Forms: Using these materials, teachers can plan lessons in the format of the sample lesson.

Unit One, People in Communities -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, GREEN

Major Concept: ADAPTATION

Settings

Environments of the Eskimo, Maori, American; changing cultural traits; learning cultural traits in various societies of the world.

Related Vocabulary

- culture
- community
- adapt
- value
- physical traits
- cultural traits
- anthropologist

Suggested Behavioral Activities

1. To increase their awareness of diversity, pupils will interview adults in their families and make a classroom map showing where their families came from before living in this community.

2. To understand that cultural groups may change in a community, pupils will gather data to find out which groups lived in the Los Angeles community in the 1800's and make a comparison with those living here today. They will hypothesize as to reasons for changes.

3. To gain insight into how people adapt to their physical and cultural environment, pupils will interview kindergarten children to find out how they adapted to their school environment. They will ask such questions as, "How does it feel to be going to school? What is new to you that you never had at home? What do you like best about school?"

Related Supplementary Materials

Pupils

- How Far?
- Los Angeles, A Changing Community, Pub. No. EC-224
- Los Angeles, An Urban Community, Pub. No. EC-232
- Geography of the Los Angeles Area, Pub. No. EC-218
- Afro-Americans, Then and Now
- Political and physical maps, globe

Teacher

- California: Past, Present, Future
- Angelenos Then and Now, Pub. No. EC-111

Major Concept: ENVIRONMENT

Settings

A study of the earth and its natural features; regions and climates of North America, the Sahara, Hawaii

Related Vocabulary

- physical environment
- natural features
- region
- altitude
- latitude
- longitude
- closest, farthest
- hemisphere

Suggested Behavioral Activities

1. To gain insight into the effect of the physical environment on cultural development, pupils will make a map showing physical features of the Los Angeles region and compare it with the geographical features of other communities in the world. They will discuss a relationship between each culture and its immediate physical environment.

2. To understand better the impact of climate on the habits and customs of people, pupils will complete a chart relating various types of climate to soil conditions, shelters, and clothing of people who might live in those climates.

Related Supplementary Materials

Pupils

- Regions and Social Needs
- Geography of the Los Angeles Area, Pub. No. EC-218
- How Far?
- Relief and climate maps of the world
- Contemporary Mountain Community Series: Nepal, Switzerland, Sierra Nevada, Man Uses the Mountains, Pub. Nos. EC-338, 268 267, 266
- Lands of Dry Winds, Pub. No. EC-252
- Lands of Little Water, Pub. No. EC-251

Teacher

- California: Past, Present, Future
- People and Their Environment, Conservation Education

Unit Three, Life in Various Communities -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, GREEN

Major Concept: INTERACTION

Settings

Family life in rural Morocco, Puritan New England; modern Ghana and other communities today.

Related Vocabulary

- social, social behavior
- values, shared values
- conflicts, value conflicts
- arid, semi-arid
- social groups
- predict
- symbol
- goods, services
- common
- role
- interact
- interdependent
- irrigate

Suggested Behavioral Activities

1. To become aware of the many customs inherent in various cultural groups, pupils will make a chart comparing the customs they practice in the home with those of other groups in the world. They will suggest reasons for the differences.

2. To understand why one community may be different from another, pupils will interview members of the faculty and other school personnel who have lived in communities different from theirs to find out how the people in those communities worked together in adapting to their environments. They will report findings to the class.

3. To gain insight into the feelings of others when interaction takes place between people of different cultural groups, pupils will role play (1) the entrance to the classroom of a new pupil who comes from a different culture and (2) a dispute between the English colonists and the Indians over ownership of the land.

Related Supplementary Materials

Pupils

- Regions and Social Needs
- Afro-Americans Then and Now
- Los Angeles, A Changing Community, Pub. No. EC-224
- Los Angeles, An Urban Community, Pub. No. EC-232
- Contemporary Mountain Community Series: Nepal, Switzerland, Sierra Nevada, Man Uses the Mountains, Pub. Nos. EC-338, 268, 267, 266
- Political map of the world

Teacher

- People in Action D. Chartbook
- California: Past, Present, Future
- Angelenos Then and Now, Pub. No. EC-111

Unit Four, Changing Communities in America -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, GREEN

Major Concept: INTERACTION and ADAPTATION

Settings

Life styles in North America during its early exploration and colonization periods: North American Indian groups (Hopi, Algonquian), explorers and settlers.

Related Vocabulary

- explorers, settlers
- country, nation
- own, ownership
- expectations
- colonists
- choices
- beliefs
- goal
- cultural setting
- ancestors
- geographer
- source, resource
- survive
- exchange
- frontier

Suggested Behavioral Activities

1. To further their understanding of the various contributions made to their community by different cultures, pupils will take a supervised tour of their community and make a summary chart listing each observable item under the contributing cultures.

2. To understand the importance of a common language within a culture, teams of pupils will originate three to five words per team and attempt to communicate with another team, using these words.

3. To develop respect and appreciation for the customs of other cultures, pupils will take part in a class or school presentation featuring interesting and different customs associated with cultures in the immediate and/or nearby community.

4. To demonstrate their ability to store and retrieve historical information, pupils will construct a time line of important dates and events in the growth and development of their community. They will refer to the time line in discussions, when writing stories, and in other project activities.

Related Supplementary Materials

Pupils

- How Far?
- Regions and Social Needs
- Afro-Americans Then and Now
- Los Angeles, A Changing Community, Pub. No. EC-224
- Geography of the Los Angeles Area, Pub. No. EC-111
- Political map of the U.S.
- Los Angeles, An Urban Community, Pub. No. EC-232

Teacher

- California: Past, Present, Future
- Angelenos Then and Now, Pub. No. EC-218

Unit Five, Needs of Communities -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, GREEN

Major Concept: UTILIZATION OF RESOURCES

Settings

Goods and services produced by the Pilgrims; American colonial trade with England; growth of colonial shipbuilding.

Related Vocabulary

- goods
- services
- produce
- conclusion
- raw materials
- claim
- demand
- process
- consumers
- depend
- economy, economist

Suggested Behavioral Activities

1. To develop understanding that the ingredients of everything we have or use originate from the natural environment, pupils will collect and group objects in categories of "plant," "animal," "mineral," air."

2. To further their understanding of why man trades for goods, pupils will role play a situation involving a farm community and a mining community that are trading for needed resources.

3. To become aware of the need to make economic choices and to gain practice in decision making, pupils will set up a store, gather items to be "sold," mark the prices, and act out merchant-consumer roles.

Related Supplementary Materials

Pupils

- Regions and Social Needs
- Los Angeles, A Changing Community, Pub. No. EC-224
- Los Angeles, An Urban Community, Pub. No. EC-232
- Geography of the Los Angeles Area, Pub. No. EC-218
- Contemporary Mountain Community Series: Nepal, Switzerland, Sierra Nevada, Man Uses the Mountains, Pub. Nos. EC-338, 268, 267, 266
- Lands of Dry Winds, Pub. No. EC-252
- Lands of Little Water, Pub. No. EC-251
- Physical and climate maps of the world

Teacher

- California: Past, Present, Future
- People and Their Environment, Conservation Education

Unit Six and Seven, Government -- THE SOCIAL SCIENCES: CONCEPTS and VALUES, GREEN

Major Concept: SOCIAL AND POLITICAL BEHAVIOR

Settings

The Mayflower Compact, a New England town meeting, qualifications for voting in Massachusetts, French claims to the Mississippi Valley, colonial dissent leading to American Revolution, aftermath of war, writing of the Constitution.

Related Vocabulary

- seizure
- boycott
- decisions
- opinions
- compact
- custom
- united
- respect
- obey
- petition
- control
- protest
- enforce
- govern
- qualifications
- freedom of speech
- Congress
- Continental Congress
- parliament
- object, objections
- democracy
- representative democracy
- nominate

Suggested Behavioral Activities

1. To develop greater understanding of the operation of the government at the local level, pupils will take part in a "town meeting" and attempt to solve several community problems.

2. To help pupils realize the significance of working together for a common purpose, they will role play situations involved in following unpopular decisions made for the common good (i.e., sharing material, helping the family when some other activity is more appealing, limiting amount of TV viewing, not running in the hall.)

3. To help pupils understand the need for law and order, they will write a story about what might happen if there were no laws to protect people.

Related Supplementary Materials

Pupils

- Regions and Social Needs
- Los Angeles, A Changing Community, Pub. No. EC-224
- Los Angeles, An Urban Community, Pub. No. EC-232

Teacher

- People in Action D. Chartbook
- California: Past, Present, Future
- Angelenos Then and Now, Pub. No. EC-111

BASIC TEXTBOOK: VOICES OF LIFE

TEXTBOOK STYLE AND CONTENT -- VOICES OF LIFE

The program incorporated in the Voices of Life series provides an extensive view of social learning from birth to mature adulthood. Factual material with questions asked of pupils focus upon thinking processes directed to conceptual understanding of human behavior and how to deal with it.

Each textbook is divided into two or more separate books under one cover. With the exception of Grade Three, for which two textbooks are included, one textbook covers the content for the grade.

Chapters within the textbook are called "learning units" and plans to use them are included in the Teachers' Editions. The plan for each learning unit consists of the following sections:

- a conceptual theme that is constant throughout the book
- several related concepts
- background factual information for the teacher to assist in developing the ideas of the unit
- using the photograph and drawing on the pupil pages
- using the recording (which is not included in the textbook adoption) that contains sounds and dialogue associated with the learning setting, using the think circle to develop concepts, the study triangle to develop research skills, and the discover box to provide related activities that extend concepts
- a list of several related concomitant learnings in various subject areas; a teacher's bibliography
- a list of audio-visual materials appropriate for the unit topic

A general evaluative procedure is used at the beginning of the program to diagnosis conceptual development and this approach is used again, and the end of the program, to assess learnings.

Before using the Voices of Life program, several features of the textbook should be noted:

- The amount of material for pupils to read and to react to is limited.
- The vocabulary to be developed, as suggested in the Teacher's Edition of the book, may not be sufficient to provide a comfortable reading level for some pupils.
- The levels of questioning may need to be extended to allow for greater development of thinking processes.

GUIDELINES IN USING THE TEXTBOOK, VOICES OF LIFE

The following suggestions are particularly appropriate to implement the Voices of Life program.

1. Combine the units into larger portions that relate to central ideas (i.e., Growing Up, Becoming An Adult) or by conceptual schemes (i.e., Adaptation to Environment, Group Behavior) to facilitate learning.

2. Use supplementary books and other materials to reinforce the content.

3. Prepare charts containing vocabulary words in context (sentences or paragraphs) and refer to charts as content is developed.

4. Tape material from library books related to the unit setting to provide a source of ideas for the pupils who may not be able to read the text.

5. Develop additional questions that will lead to the formation of concepts.

6. Set up tasks at the learning center based upon the reading skills of social science. (A complete list of skills is included in the Appendix.)

LESSON FORMAT OF THE TEXTBOOK,

Voices of Life

I. Preparation

A. Materials needed:

B. Text pages:

C. Theme:

D. Concept:

E. Background information (Located at beginning of lesson or in separate section of Teacher's Edition)

II. Introducing the Lesson (Using a picture, map, drawing, or photograph from the textbook)

III. Developing the Lesson

A. Reading key sentence from textbook

B. Discussing related questions asked by the teacher

C. Using circle, triangle, and box as represented in lesson

- Think-discussion circle: developing concepts, discussion techniques
- Study-research triangle: group or individual research projects
- Discovery box: pupil activities

IV. Summarizing the Lesson (Assessment)

V. Concomitant Learnings (Extended Learnings)

A. Vocabulary chart: recording new social science words

B. Related subject activities: performing additional activities to reinforce concepts

Programs for Grade One -- Voices of Life

- Developing a Lesson
  (The format of a sample lesson developed in full)

- Planning Forms
  (Content for each section of the textbook with added behavioral activities and supplementary materials)

  Study of the Family Unit
  Study of the Earth's Environment
  Study of Machines and Their Uses

Developing a Lesson for Grade One -- VOICES OF LIFE, BOOK ONE (Voices of Nature)

I. Preparation

A. Text pages: pages 40-41, Voices of Nature; Learning Unit -- "Summer"

B. Materials needed: Pictures of various farm crops (including wheat) growing in the field; sentence strips containing text material, page 40 (optional); seeds for planting; milk cartons; pictures of summer activities

C. Theme: Man's physical environment affects his way of living. Man, in turn, uses and modifies his environment.

D. Concepts: Man relates many of his activities to the seasons. Man's activities in summer are closely related to the climate and topography where he lives.

E. Background information: Facts are provided in Teacher's Edition about summer crops and wheat.

II. Introducing the Lesson

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
. (Show various pictures of wheat and other farm crops growing in the field. Place along chalkboard.) Each of these pictures shows something growing. (Have children identify the crops.) Why do farmers grow these plants (crops)?	Analyzing pictures for content; group discussion	
. Have you ever planted a garden at home? How did you take care of your plants?	Group discussion	
. What do you think a plant needs to grow well? (List pupil responses on board.)	As a group, listing the needs of plants	

III. Developing the Lesson

A. Using the text photograph and drawing

. Open your book to page 40. (Identify picture of scarecrow and develop compound word on board.) How does a scarecrow help a farmer?	Analyzing picture of scarecrow; developing the word, "scarecrow"	40
. In the picture (page 41), what is growing in the field? (Have pupils find the picture of wheat shown to them earlier.) What time of year do you think this wheat (text) was growing? (Help children understand the ripening of plants in summer by asking when fresh fruits are seen in the market.)	Analyzing picture of wheat Group discussion	41

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
. (Have children find out when crops ripen by referring to text sentence, "Crops get ripe in the summer sun," page 40. The two text sentences might be written on sentence strips for earlier preparation to read the text material.)	Reading text materials on the ripening of crops	40
B. Using the Think Circle		
. Look at the circle on your page as I read the words to you. (Read: "What other changes take place in summer?" Discuss the questions.) Close your books.	Reading and discussing text material on other changes that take place in summer	40
. Would it be a good idea to have summer all year round? Why? Why not?	Group discussion	
IV. Summarizing the Lesson		
. (Have children list under the following headings some summer activities one might do in different places: "In the City," "In the Mountains," "On a Farm," "At the Beach." Place categories on board and chart pupil responses for future reference at learning center.)	Classifying summer activities according to locale	
or		
. (Divide class into several groups and make a mural comparing summer and winter activities in the above categories.)	Making a group picture of summer and winter activities	
V. Concomitant Learnings (Extended Learnings)		
. (Add words to vocabulary chart: summer, crops, ripe. A sentence might be included using these words: "Crops get ripe in the summer.")	Reviewing vocabulary words	
. (Give the children plant seeds, milk cartons, and materials for identifying labels. Ask them to plant the seeds, make labels, and list requirements for the plants to grow.)	Planting seeds	
. (Show the children pictures of people engaged in activities during the summer. Have them classify the pictured activities according to "Play" and "Work.")	Classifying summer activities	
. (Show the children the vocabulary chart listing the words "summer," "crops," and "ripe.") Write a story about summertime using the words on the chart.	Writing original story about summertime	

Planning Forms: Using these materials, teachers can plan lessons in the format of the sample lesson.

Study of The Family Unit (Voices of Families) -- VOICES OF LIFE, BOOK ONE

Major Concept: SOCIAL LEARNING

Settings

Learning situations, customs and habits, home responsibilities, city scenes, markets, buildings, recreational activities, natural environments

Related Vocabulary

. family	. beautiful	. relatives	. money	. vacation
. together	. different	. celebrate	. people	. museum
. share	. members	. errands	. clothes	. services
. proud	. special	. religion	. history	. learn

Suggested Behavioral Activities

1. To further the development of positive feelings towards others, pupils will (1) learn a song about helping others and (2) make up a poem about a happy day they have had with family members.

2. To gain greater understanding of the responsibility that each member of a family has in the family unit, pupils will role play several of the following:

. setting the table	. feeding the pet
. helping to prepare food	. doing the dishes
. taking out the trash	. dusting

Related Supplementary Materials

Pupils

. People At Home, Level 1
. Families and Social Needs, Level 2
. Community Services Series: The Way You Look and The Way You Feel; The Way You Live, Pub. Nos. EC-278, 269

Teacher

. People in Action B, Chartbook

Study of the Earth's Environment (Voices of Nature) -- VOICES OF LIFE, BOOK ONE

Major Concept: ADAPTATION TO ENVIRONMENT

Settings

Seasons, weather conditions, geographic features

Related Vocabulary

. dewdrops	. shine	. ground	. leaves	. valley
. morning	. cloud	. beach	. desert	. month
. mountain	. water	. frozen	. gravity	. plants
. hail, sleet	. crops	. storm	. winter	. bloom
. lightning	. ripe	. island	. spring	. forest
. windstorm	. cave	. ocean	. summer	. waterfall
. volcano	. moon	. tornado	. jungle	. rocky
. ice, snow	. lake	. pools	. melt	. tide

Suggested Behavioral Activities

1. To gain understanding about the different forces in the natural environment, pupils will --
   - . dramatize several of the following: the wind, rain, snow, lightning, a storm
   - . draw themselves in two different situations: a snowstorm, a rainstorm, a foggy morning, a sunny valley, a cloudy day
   - . write or tell a story about their favorite weather and why
2. To be able to distinguish between the various seasons, pupils will sort a group of pictures reflecting seasons according to the time of year and be able to tell what kind of clothing should be worn in each setting.

Related Supplementary Materials

Pupils

- . People at Home, Level 1
- . Families and Social Needs

Study of Machines and Their Uses (Voices of Tools and Machines) -- VOICES OF LIFE, BOOK ONE

Major Concept: UTILIZATION OF RESOURCES

Settings

Tools and machines used outdoors and indoors to do work

Related Vocabulary

- tool
- jet
- axe
- drill
- loom
- train
- machine
- hammer
- explore
- camera
- freight
- scissors
- microscope
- television
- typewriter
- airplane
- telephone
- broom
- cash register
- printing press
- fire extinguisher
- water wheel
- weave

Suggested Behavioral Activities

1. To develop understanding about the work of various tools and simple machines, pupils will perform an experiment to find out how a scissors, a wheel, and a hammer make work easier to do.

2. To gain insight into the machines that help people communicate and those that help in transporting goods, pupils will construct (from wood) a telephone, boat, truck, airplane.

3. To help pupils understand that machines have become a necessary and important element in our environment, they will look about the classroom to find how many things are tools or machines. They will discuss ways that machines have helped them that day.

Related Supplementary Materials

Pupils

- People At Home

Programs for Grade Two -- Voices of Life

- Developing a Lesson
  (The format of a sample lesson developed in full)

- Planning Forms
  (Content for each section of the textbook with added behavioral activities and supplementary materials)

  Study of Preparation for Adulthood
  Study of Human and Natural Resources

Developing a Lesson for Grade Two -- VOICES OF LIFE, BOOK TWO (Voices of Living)

I. Preparation

A. Materials needed: Magazine pictures of people helping others

B. Text pages: pages 18, 19; Learning Unit -- "Grownups Help"

C. Theme: As man progresses from infancy to old age, he encounters challenging developmental tasks. In every culture man needs the help of others in meeting these challenges.

D. Concepts: Adults help children in many ways. Being "grown-up" involves age and the ability to take responsibility.

II. Introducing the Lesson

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
. Who helped you get to school today? How were you helped? What help did you need before you came to school?	Group discussion	
. (Show a series of magazine pictures featuring people helping others. Direct children to define who is being helped in each picture and the kind of help offered.)	Analyzing magazine pictures; inferring who is being helped and the type of assistance given.	

III. Developing the Lesson

A. Using the text photograph and drawing

. (Direct the children to the picture on page 19.) Who is in the picture? How do we know he is a policeman? (Discuss uniform.) How might he be helping the little boy?	Analyzing picture in text; discussing content.	19
. (Have the children look at the drawing on page 18.) What is the man doing in the drawing? What is he usually called?	Analyzing the text drawing	18
. How are the policeman and the store clerk alike? Why do you think so?	Group discussion; comparing ways two different adults help people	

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
B. Using the triangle		
. (Write the word "grownup" on board.) What does the word grownup mean? (List their responses.) What else do we call a grownup person? (Bring up the word, "adult.")	Group discussion; developing the words, "grownup" and "adult"	
. When do you think a person becomes a grownup?		
C. Reading key sentence from text		
. (Direct the children to the sentence on page 18. Have a pupil read the sentence.)	Reading textbook sentences	18
. When you are grown up, how would you want to help a young child? What are some of the most important things you will want to teach your child when you are grown up?	Group discussion; hypothesizing	
IV. Summarizing the Lesson		
. Think of other ways that grownups have helped you in the last two days. (Have the children take part in pantomimes to illustrate their ideas. Divide the class into small groups, each group deciding what they will pantomime for the class. While each group performs, suggest that the remainder of the class can guess what is being pantomimed. Write on board the kind of helping grownups that are portrayed by the children.)	Decision making in groups; choosing an activity to pantomime before the class; taking part in a pantomime.	
. (Have the children classify the kinds of helpers listed on the board.) How can we group these helpers?	Classifying types of helpers portrayed in pantomimes.	
V. Concomitant Learnings (Extended Learnings)		
. (Plan an individual project, to be developed by each child, which involves the pupil in keeping a written record for one week on ways grownups have helped him.)	Keeping a written record on help given by grownups	
. (Have the children interview five adults to find out when these people had decided they had become grownups. The pupil question to the adult might be: "How old were you when you became an adult?" On completion of the project, guide the children in making a class graph of the adult responses.)	Interviewing adults Making a graph	
. Write a story about what your life would be like if you had no one to help you.	Writing a story	

Study of Preparation for Adulthood (Voices of Living) -- VOICES OF LIFE, BOOK TWO

Major Concept: INTERACTION

Settings

Learning in home and school environments, responsibilities of adulthood

Related Vocabulary

. success	. important	. cleanliness	. jury	. trade school
. citizen	. communicate	. newly born	. retire	. teen-ager
. college	. communication	. responsibility	. tooth	. investment
. weather	. graduate	. generations	. health	. insurance
. require	. museum	. seasons	. climate	. practice
. famous	. special	. decisions	. grownup	

Suggested Behavioral Activities

1. To develop insight into the lives of people of past generations, pupils will interview an older family member or a neighbor to find out the things they did as children to have fun. In addition, pupils will ask this person how information was obtained without TV. They will share findings with the class.

2. To help pupils understand the growth changes that take place in the individual, they will (1) write a story about something that happened to them when they were babies and (2) draw a picture of the family they hope to have some day after they are grown up.

Related Supplementary Materials

Pupils

. Community Services Series: The Way You look and the Way You Feel, Pub. No. EC-278

Teacher

. People in Action C, Chartbook

Study of Human and Natural Resources (Voices of Man At Work) -- VOICES OF LIFE, BOOK TWO

Major Concept: UTILIZATION OF RESOURCES

Settings

Outdoor workers, office workers, factory workers, workers who perform services, workers who make creative products

Related Vocabulary

. surveyor	. measurement	. city planning	. freight	. repairman
. manager	. lumberjack	. social workers	. potter	. passenger
. ceramics	. government	. transportation	. polluted	. scientist
. industry	. foster home	. conservation	. grain	. telephone
. machines	. rock quarry	. resources	. route	. astronaut
. products	. salary	. control	. office	. vision
. special	. services	. fibers	. install	

Suggested Behavioral Activities

1. To help prepare pupils for their roles later in society and to give meaning to the concept of work, pupils will (1) discuss what they would like to do when they are grown up, (2) play various workers in a guessing game situation, (3) find out more about their "chosen" jobs and (4) discuss what they will have to do to prepare for those jobs.

2. To gain understanding of the many kinds of work available to people, pupils will analyze a group of objects pertaining to various job categories and classify them according to the type of work each represents.

3. To experience the making of factory-produced goods, pupils will design holiday cards, select one to be made on an assembly line, and act the part of workers producing the card for their families or another classroom.

4. To further the concept of workers in the community, pupils will set up a mock environment and become community workers.

Related Supplementary Materials

Pupils

. People At Home

Programs for Grade Three -- Voices of Life

- Developing a Lesson
  (The format of a sample lesson developed in full)

- Planning Forms
  (Content for each section of the textbook with added behavioral activities and supplementary materials)

  Study of Samoa - Tropical Island
  Study of the Sahara - Great Desert of Africa
  Study of Finland - Land of the Far North
  Study of Peru - Land of Many Mountains
  Study of United States Government - A Basis for Democracy

Developing a Lesson for Grade Three -- VOICES OF LIFE, BOOK THREE (Voices of Man: East, West)

I. Preparation

A. Text pages: pages 58-59, "Sahara -- Seeing the Land"

B. Materials needed: Materials for optional multi-reference lesson on water sources (under Concomitant Learnings) using the following pupil texts: Regions and Social Needs, Discovering Other Communities, How Far?, At Home Around the World, Lands of Little Water (Curriculum Pub.), and Lands of Dry Winds (Curriculum Pub.); wall maps of California and the world; learning center materials for project experiments (See Concomitant Learnings)

C. Theme: Desert Environments

D. Concepts: ENVIRONMENT -- Various environments of the earth provide different climates and natural features. Desert regions provide few resources to sustain life. In order to survive, man must adapt to the climatic conditions of the region.

E. Background information: Teacher's Edition

II. Introducing the Lesson

Teacher Questions, Participation	Pupil Involvement	Pupil Pages
. What do you think it would be like to live on the desert?	Group discussion	
. Have you ever been to the desert? Where? What was the desert like? What was different about being on the desert? What time of year did you go there? Did you notice a difference in the temperature between day and night?		
. (Have children point out on a wall map of California the desert areas they have visited.)	Locating deserts in California	

III. Developing the Lesson

. What makes a desert? How would you know if you were in a desert? (Refer to possible desert settings pupils may have seen on television.)	Group discussion; locating deserts of the world; reading map symbols	
. Is California the only place in the world that has deserts? (Refer to wall map of the world. Lead discussion as to where other deserts might be. Build necessary background for reading map symbols to locate desert regions of the world.)		

. (Have the children read and discuss sentences on page 58 of their textbook. Refer them to the map of Africa on page 59. Discuss length and width of the Sahara and compare size with that of the United States.)	Reading about the Sahara; using scale to determine size of the Sahara; comparing size with that of the United States	58, 59
. (Discuss pictures on pages 54, 55, and 56. Have children compare them in terms of altitude -- from an astronaut's and from an airline pilot's point of view.)	Group discussion; comparing different maps.	54-56
. (Develop the following research question: "What problems do people have who live on the desert?" Have pupils hypothesize, read for information, discuss findings in small groups, and write answers to the questions.)	Reading text pages for information about people who live on deserts; participating in problem solving; writing answers to the question	54-61 64-65
IV. Summarizing the Lesson		
. What have we learned about the desert and the problems in living there?	Reporting in small groups	
V. Concomitant Learnings		
. Make a diorama of a desert.	Making a diorama	
. Be an expert on desert animals. Read all you can about animals that survive on the desert.	Reading about desert animals	
. (Have children role play life on a desert -- the problems and solutions.)	Role playing life on a desert	
. (Set up stations where children can experiment with the following: water evaporation, growing plants in sand and other types of soils, comparing the water needs of various plants, using a microscope to study sand grains and other soil particles, determining the effect of temperature on light-colored clothing and dark clothing.)	Participating in experiments at learning stations	
. Write a story about the desert, using these words: desert, continent, Africa, Sahara, temperature, moisture.	Writing a story	
. (Involve the children in a multi-reference lesson on water: where water comes from, what a water-shed is, and comparing water sources of a mountain community with a desert community.)	Using multi-reference materials to find information on sources of water. (See references listed under "Materials needed," above.)	

Planning Forms: Using these materials, teachers can plan lessons in the format of the sample lesson. Grade Three

Study of Samoa, Tropical Island -- VOICES OF LIFE, BOOK THREE

Major Concept: ADAPTATION TO ENVIRONMENT

Settings

Location and topography, customs of the people, village councils

Related Vocabulary

. tropical	. farenheit	. scale	. Tropic of Capricorn	. community
. equator	. average	. port	. Tropic of Cancer	. basic diet
. migrate	. relatives	. nation	. thatched roof	. ceremony
. solution	. capital	. produce	. mayor, judge	. time line
. missionary	. decision	. product	. independent	. celebrate
. country	. territory	. council		

Suggested Behavioral Activities

1. To gain understanding of the various ways that people govern themselves, pupils will reinact a village council utilizing a classroom problem needing solution.

2. To develop greater understanding of the mode of life chosen by various peoples to meet individual and group needs, pupils will make a mural to include the following activities of the Samoan people: dancing, catching fish, meeting in a village council, and taking part in other ceremonies.

3. To help pupils become aware of the various geographic areas in which people live, pupils will make an environment board showing the natural features of a tropical island. They will include hilly areas, rocks, palm trees, other vegetation, sea coast, reefs, and sand.

Related Supplementary Materials

Pupils

- How Far?
- Physical, relief, and climate maps of the world
- Regions and Social Needs

Teacher

- Contemporary Community Series: Tropical Island Communities, Pub. No. EC-250

Study of the Sahara, Great Desert of Africa -- VOICES OF LIFE, BOOK THREE

Major Concept: ADAPTATION TO ENVIRONMENT

Settings

Location and topography, Nile River, desert customs, walled cities, caravan routes, salt beds, oil wells, Aswan Dam

Related Vocabulary

. desert	. tribe	. continent	. Africa	. watershed	. natural resource
. boundary	. state	. moisture	. barter	. irrigation	. water table
. invader	. oasis	. caravan	. floods	. nomad	. Tuareg people
. mosque	. source	. pharaoh	. control	. Sahara	. fertile

Suggested Behavioral Activities

1. To increase their awareness of the interdependence of man and animals, pupils will research the topic of animals that help man. The will chart their findings.

2. To help pupils realize the importance of water to desert peoples, they will experiment with various plants, including cactus, to determine water needs. They will decide which plants would survive longer in a desert region. They will compare the water sources of the Sahara desert with the water sources of the Mohave desert and the Los Angeles area.

3. To develop respect for the harsh life led by people of the Sahara desert, pupils will write a story about a day's journey on a caravan route.

4. To increase their awareness of the need to conserve vital natural resources for future use, pupils will make a small dam using natural materials. They will find out where the Aswan Dam of the Sahara is located and the source of the water.

Related Supplementary Materials

Pupils

- Regions and Social Needs
- How Far?
- Lands of Little Water, Pub. No. EC-251
- Lands of Dry Winds, Pub. No. EC-252
- Physical and climate maps
- Geography of the Los Angeles Area, Pub. No. EC-218

Teacher

- Contemporary Community Series: Desert Communities, Pub. No. EC-254
- Geography of the Los Angeles Area, Pub. No. EC-77
- People and Their Environment, Conservation Education
- Los Angeles, A Changing Community, Pub. No. EC-247

Study of Finland, Land of the Far North -- VOICES OF LIFE, BOOK THREE

Major Concept: ADAPTATION TO ENVIRONMENT

Settings

Location; topography; seasons; city of Helsinki: population, industries, moving goods; Laplanders: arctic life, reindeer

Related Vocabulary

. continent	. highlands	. coastal plain	. sauna	. farenheit
. latitude	. midsummer	. forefathers	. migrate	. centigrade
. longitude	. midwinter	. Arctic Circle	. nomad	. Laplander
. provinces	. republic	. temperature	. elected	. democratic
. plateau	. minority	. smorgasbord		

Suggested Behavioral Activities

1. To help pupils understand the dependence of people upon the natural environment for basic needs, they will role play a hunt for food in the arctic.

2. To gain understanding of the ways people adapt transportation needs to the regional climate and the terrain, pupils will make a model of a sled and discuss how it is used to transport people and things.

3. To develop awareness that the music of a cultural group often reflects the natural environment in which the people live, pupils will listen to a recording of Finlandia by Sibelius. They will discuss or illustrate their impressions of the music.

Related Supplementary Materials

Pupils

- Regions and Social Needs
- How Far?
- Recording of Finlandia by Sibelius
- Political, physical, and climate maps of the world

Teacher

- Contemporary Communities Series: Communities in Frigid Climates, Pub. No. EC-253

Study of Peru, Land of Many Mountains -- VOICES OF LIFE, BOOK THREE

Major Concept: ADAPTATION TO ENVIRONMENT

Settings

Andes Mountains, tropical forests, life in the villages, ancient Incan cities, Lake Titicaca, transportation, resources

Related Vocabulary

- Incas
- llama
- barren
- textile
- highlands
- ancient
- Andes
- tropical forest
- descendants
- cooperation
- processing
- ancestors
- tradition
- Lake Titicaca
- export, import
- fiesta

Suggested Behavioral Activities

1. To further their understanding of the various modes of transportation used by people to move goods, pupils will compare the harbor and shipping on Lake Titicaca with the Los Angeles harbor.

2. To develop awareness that animals of the world are products of their natural environments, pupils will read to find out the types of animals living in the Andes region and compare these with animals found in Finland. They will chart their findings.

3. To develop understanding about the life and customs of people different from themselves, pupils will re-inact a market fair in Peru -- coming from far places, bringing products, bartering for goods.

4. To develop an appreciation for the arts and crafts of other cultural groups, pupils will study the designs of the Incas and weave material suitable for clothing, a mini blanket, or a potholder.

Related Supplementary Materials

Pupils

- How Far?
- Regions and Social Needs
- Geography of the Los Angeles Area, Pub. No. EC-218
- Contemporary Mountain Community Series: Nepal, Switzerland, Sierra Nevada, Man Uses the Mountains, Pub. Nos. EC-338, 268, 267, 266
- Los Angeles, A Changing Community, Pub. No. EC-224
- Los Angeles, An Urban Community, Pub. No. EC-232

Teacher

- Geography of the Los Angeles Area, Pub. No. EC-77
- Contemporary Community Series: Mountain Communities, Pub. No. EC-249

Study of United States Government, A Basis for Democracy[1] -- VOICES OF THE PEOPLE

Major Concept: SOCIAL CONTROL

Settings

Writing of the Constitution, meaning of freedom and democracy, three branches of government, Bill of Rights, later amendments to the Constitution, Congress, Supreme Court, bills and laws, taxes, government services

Related Vocabulary

- democracy
- freedom
- candidate
- committee
- president
- commerce
- senator
- decision
- regulate
- cabinet
- justice
- assemble
- legislative
- congressman
- amendments
- protection
- foundation
- bill
- vice-president
- Supreme Court
- representative
- Constitution
- Forefathers
- law
- preamble
- majority
- monument
- election
- pledge
- slavery
- allegiance
- executive
- judicial
- secretary
- memorial

Suggested Behavioral Activities (Related to conceptual maturity of the pupils)

1. To develop understanding of the American heritage and the ideals upon which our government was formed, pupils will:
   - write a class constitution.
   - conduct an election based upon the procedures learned in a study of U.S. government.
   - write bills, group themselves into legislative committees, and role play the steps that take place when a bill becomes a law.
   - have a mock court and make decisions on whether specific rules should apply to everybody or to individuals.

Related Supplementary Materials

Pupils

- Regions and Social Needs
- Afro-Americans Then and Now

Teachers

- American Heritage
- California: Past, Present, Future

[1]The textbook material for this unit is difficult and not recommended for pupils in grade 3. However, the teacher may wish to select particular topics from the material to use in developing beginning concepts.

APPENDIX

SUGGESTED GENERAL OBJECTIVES – SOCIAL STUDIES

GRADE ONE

THE PUPIL GIVES EVIDENCE OF HAVING ACHIEVED THE OBJECTIVES OF SOCIAL STUDIES, GRADE ONE, WHEN HE HAS THE ABILITY TO:

Work independently.

Participate willingly in group discussions and class projects.

Recognize that rules have a purpose.

Suggest rules to protect the individual's health and safety.

Settle disputes by discussion rather than by physical action.

Propose rules of conduct to eliminate conflict.

Analyze the characteristics of different environments.

Predict climate from weather patterns.

Explain the general effect of climate and weather on living conditions.

Suggest clothing to be worn in different environments.

Explain how individuals resemble each other.

Demonstrate that learning is continuous and developmental.

Recognize the basic needs of people.

Explain where different products come from.

Describe how schools serve the community.

Discriminate between skills needed for activities in various environments.

Make maps of his home and neighborhood.

Identify events in his past and tell what might happen in the future.

Demonstrate principle of day and night.

GENERAL OBJECTIVES - GRADE TWO

THE PUPIL GIVES EVIDENCE OF HAVING ACHIEVED THE OBJECTIVES OF SOCIAL STUDIES, GRADE TWO, WHEN HE HAS THE ABILITY TO:

Explain how people adapt to their environment.

Compare several habits and customs of families in other cultures.

Describe the ways in which people communicate with each other.

Translate a message from one communication medium to another.

Explain why people form in groups.

Specify how a family can contribute to the betterment of its community.

Compare the advantages and disadvantages of different physical environments.

Define features of the total environment.

Distinguish between the concepts of goods and services.

Describe the relationship of specific community services to various occupations.

Describe the interdependence of the farm, factory, business, and community.

Describe the interdependence of people having different skills and services.

Identify the sources of foreign foods.

Explain why some rules are laws.

Discuss how resources can be used wisely.

Question whether a rule is good or bad.

Compare and clarify uses of a map and a globe.

Locate important places on maps and globes.

Organize simple social events.

Demonstrate an emerging personal value system.

GENERAL OBJECTIVES - GRADE THREE

THE PUPIL GIVES EVIDENCE OF HAVING ACHIEVED THE OBJECTIVES OF SOCIAL STUDIES, GRADE THREE, WHEN HE HAS THE ABILITY TO:

Demonstrate that American life is made up of the contributions of many cultures.

Evaluate the contributions of individuals from different ethnic groups to life in the Los Angeles community.

Infer the values of a culture when he knows how the people spend their time.

Discern how communities adapt to and modify their environment to satisfy basic needs and wants.

Discuss ways in which communities change when new cultural elements are added.

Propose ways in which the community can become involved in solving certain social problems.

Differentiate between physical traits (hereditary) and cultural traits (learned).

Analyze how "progress" changes the way people live.

Distinguish between cause-and-effect as they relate to events of the past and understand the relationship of past events to those of the present.

Seek alternate behaviors in a conflict situation.

Arrange events in a chronological order.

Gather information after an incident and make a reasonable evaluation of what occurred.

Read and use map and globe symbols to locate places in the world.

Analyze rules and distinguish between those that are reasonable and those that are unreasonable.

Provide several reasons why people combine to form governments.

Analyze how the geographic features of the earth affect man's behavior.

Distinguish between various types of maps and note their differentiating characteristics.

Make a decision on a social issue after analyzing various alternatives.

SEQUENTIAL SKILLS FOR GRADES ONE, TWO, AND THREE

Note: The following skills have been identified in the Teacher's Editions of the text, The Social Sciences: Concepts and Values. An X indicates that a particular skill is applied at that grade level in the text. A similar pattern of skills has been identified in the Voices of Life series with a few exceptions as indicated on the next page under MAP AND GLOBE SKILLS. A "V" or "C" symbol signifies the skill is identified only in either the Voices of Life Program (V) or the Concepts and Values series (C).

READING SKILLS	Grade 1	2	3
sight reading	X	X	X
decoding	X	X	X
determining word meanings	X	X	X
locating information in texts, reference books, periodicals	X	X	X
scanning for specific detail	X	X	X
skimming for information			X
comprehending details and main ideas	X	X	X
interpretive reading for sequence of ideas	X	X	X
cause-and-effect relationship	X	X	X
chronological order of events			X
critical reading to select and evaluate information for validity and reliability		X	X
conflicting points of view			X

PICTURE ANALYSIS SKILLS	Grade 1	2	3
developing visual discrimination	X	X	X
pictorial content: comprehending literally	X	X	X
comparing, contrasting	X	X	X
relating content to self	X	X	X
classifying and relating items	X	X	X
acquiring information through analysis	X	X	X
making inferences through interpretation of pictures	X	X	X
COMMUNICATION SKILLS			
participating in group discussions	X	X	X
exchanging ideas	X	X	X
listening for specific details	X	X	X
recalling main ideas	X	X	X
expressing ideas through creative activities	X	X	X
summarizing information		X	X

MAP AND GLOBE SKILLS	Grade 1	2	3
understanding that a globe is a model of the earth	X	X	X
that the earth rotates	X	X	X
that maps represent real things in the environment	X	X	X
distinguishing differences between maps and globes	V	X	X
between land and water masses	X	X	X
between left and right	X	X	X
understanding the use of cardinal directions	X	X	X
there are North and South Poles		C	X
becoming aware of geographical terms	X	X	X
spacial relationships	C	X	X
use of scales to determine distances			X
learning to interpret symbols	X	X	X
compare size of land, water areas	X	X	X
make and use maps	X	X	X
locate places of interest	V	X	X
identify kinds of maps and uses	V	X	X
becoming aware of hemispheres			X
latitude and longitude			X

DATA-GATHERING SKILLS	Grade 1	2	3
acquiring information through listening, viewing, observing, reading, analyzing	X	X	X
acquiring and interpreting data	X	X	X
making inferences from data	X	X	X
collecting, organizing, analyzing data	X	X	X
making decisions based upon analysis of evidence	X	X	X
analyzing validity of data source		X	X
making hypotheses	X	X	X
predicting future occurrences based upon past experiences	X	X	X
arranging events in a chronological order			X
making generalizations		X	X

PUPIL ACTIVITIES

General Experiences and Activities

Gathering data through multi media -- to obtain sufficient information for discussion, projects, or other purposes

Discussing ideas in large and small groups

Observing the natural environment, events of the present, and situations for discussion and later reference

Reporting information to others

Playing simulation games -- to reinforce concepts and vocabulary

Role playing social and political behavior -- situations and events occurring now or in the past

Listening to recordings and tapes for information on a particular topic

Viewing filmstrips and films for ideas

Illustrating ideas, events, and situations using various arts and crafts materials

Interviewing family members and school personnel for needed information on a social science topic

Poll taking and making surveys to determine numbers of individuals who do things in certain ways or who support or oppose a particular idea

Building models -- tools, machines, environments, cities

Pantomiming

Writing stories, poems, letters, simple plays, and pupils book for others to read

Composing songs related to a cultural group, a topic, or a holiday

Reacting to regional music through songs and dance

Dramatizing events and ideas of the present and the past

Performing tasks at the learning center

Developing research projects -- individual and group

Collecting realia for a display

Making time lines, maps, a globe

Performing experiments on science-related topics at the science table or station or at home with family assistance

Participating in a classroom council -- to engage in decision-making activities and to act in a leadership role

Taking part in a school parade -- to honor a national or local community personality, event, or special day

Specific Activities

Grades 1 and 2

Concepts	Activities
Human Variability	Listen to myths, stories, poems, and folksongs of various cultures.
	Express rhythmically the folk dances of various cultures.
	Make an illustrated booklet of family members -- names, occupations, pets, hobbies, and customs.
Interaction	Play the games of several cultural groups and compare the roles of boys and girls in the games of those groups.
	Help to record important school events in a class newspaper. Classify the events.
	View a sound film (without the sound) about the fireman, policeman, or safety crossing guard. Discuss what probably happened. Role play the film using actions and dialogue. Later, view the film with sound and compare ideas with original hypotheses.
Social Learning	Illustrate a poem pupils have heard -- growing up, moving from place to place, taking care of pets, others.
	Write letters to children in nearby schools to find out about special programs and activities.
	Write a thank-you letter to someone who has helped you.
	Make bread or rolls; make butter.
Social Control	Prepare a list of rules necessary for various groups: family, school, clubs.
	Classify animals of the zoo and animals commonly used as pets.
Environment	Show, in a prepared box of soil, how erosion destroys the land.
	Role play all the things that people do to ruin the environment.

Concepts	Activities
Environment	Make a model -- the schoolroom, a room at home, a park. Relate contents to a flat map.
	Make a map to show the route from your house to school. Use symbols of directions.
	Identify, by name, various physical features from pictures and the immediate environment.
Adaptation to Environment	Match descriptions of given environments with pictures of specific animals and/or groups of people.
	Draw a picture of animals living in appropriate habitats of the local community.
	Identify the things people do that help them to adapt to cold regions and to warm regions.
	Draw different kinds of houses that people in other countries live in.
	Make a chart of the weather over a period of time. Discuss its effect on transportation, outside play, farming, choice of clothing, etc.
Interdependence	Match pictures of tools and machinery with people and their jobs.
	Collect pictures of workers and identify what these people do.
	Interview adults in the school to determine their responsibilities. Make a chart and record data.
	Make transportation models to aid in transporting goods and services to places where they are needed in the community.
	Make up a grocery list using the newspaper ads. Spend "$10.00." Discuss best values, savings, types of food purchased.
Utilization of Resources	Make a list of the foods we eat -- where each food comes from, whether it is natural or man made, whether it is animal or vegetable, and how it is transported.
	Classify animals that are used for clothing, for food, or both.

Grade 3

Concepts	Activities
Human Variability	Distinguish, in a set of pictures, those behaviors that are innate from those that are learned.
Interaction	Make a mural depicting the events that dramatically influenced the growth of Los Angeles.
	Identify and describe problems of concern to people who live in large urban areas.
	Discuss changes that take place as the population of a community increases -- water, food, transportation, housing, jobs, communication.
	Make a list of community persons you would like to invite to the classroom.
Social Control	Make a list of rules for safety, health, and fair play. Identify the values that lie behind each group of rules.
	Find the names of community and city officials and what their duties are.
	Write to the mayor of Los Angeles to learn about projects being planned to meet the growing needs of the city.
	Identify and describe the problems of governing and regulating community living in a large urban area.
Environment	Plant seeds of various plants and record growth to find which plants grow well in the local community.
	Make a map and globe study of the Los Angeles region. Compare the political and physical features with those of an island, desert, or mountain region.
Adaptation	Identify the things that people do to enable them to adapt to various climtes in the world.
	Develop a new oral language to use in a game or activity, distinguishing between words that describe objects and those that describe actions.

Concepts	Activities
Adaptation	Construct a model of man-made and natural features of a community that condition the development of a city (ocean, rivers, hills, mountains, swamps, railroads, freeways, farm lands)
	Write to the local Chamber of Commerce to find out what the community was like earlier -- who lived here, how the people lived, the problems they may have had. Make comparisons with life in the community today.
Adaptation to Environment	Find out the effects that smog has on agriculture and livestock.
Environment, Adaptation	Compare the annual rainfall of the Los Angeles region with another regional community -- desert, mountain, arctic, tropical island. Relate to customs practiced.
Interdependence	Compare the services and needs of the local community with those of a nearby community -- availab lity and demand for goods, transporting and trading goods.
	Write to the local Chamber of Commerce for information on the imports and exports of the city of Los Angeles. Hypothesize as to future imports and exports.
Utilization of Resources	Classify pictures of tools according to whether they could have been produced in a tribal or a more complex society.
	Identify the major ways people obtain food, shelter, and clothing.
	Find out the kinds of industry and manufacturing that are located in your community -- types, products developed, natural resources used, number of persons employed.

Questions to Consider in Building Values Through Discussion

Value inquiry will allow pupils to explore individual feelings, analyze the values people hold, and provide an approach to settling conflicts. All questions are open ended.

1. How do people learn things? What have you learned recently that someone taught you? Could you get along by yourself without the help of others? Explain.

2. Is it important to think of other people and what they might need? Why? Why not? What would you do if others needed your help? (i.e., a parent, a brother or sister, a friend, a person you didn't like, an animal.) How important is it to you to do things with people and to have people near?

3. Have you ever felt angry about something? How did it make you feel? What did you do about it? What else could you have done? Why do people become angry? In looking back, if it happened again, would you change the way you handled the situation?

4. When do you feel particularly good about things? What things would you change to make things better? Can we always change things when we want to? Why not?

5. Have you ever been jealous of anyone? How long did this feeling last? Explain your feelings. Do you think everybody feels this way sometimes?

6. How important is it to be honest? How does it make you feel? (i.e., returning a lost article to owner, admitting you had done something wrong when asked, not cheating on a test.) If you wanted something but didn't have the money to buy it, what would you do? Why? How would other people feel about it?

7. Rate yourself from 1-5 (5 is highest) on how well you do these things:
   Take turns, share materials, return borrowed things, tell the truth about your actions, play fairly.

8. How long does it take you to make up your mind about something that should be done? Does it bother you if you leave things until later? Does it bother other people?

9. How well do you get along with people? How can you tell?

10. Do people like you? Why? Why not? If they don't, should you change your attitude towards them? Discuss.

11. What do you like most in other people? Does your best friend have these qualities? Why? Why not? What do you <u>dislike</u> most in other people? Explain.

12. Do you like yourself? What do you like most about yourself? How would you go about making friends with someone you would like to know?

13. How do you feel when you have to do something you don't want to do? How do you handle the situation?

14. As you grow up, will you always be able to do what you want to do? Why? Why not?

15. How old will you be when you: select your own clothes, decide when your hair needs cutting, come to the table with hands washed (without being told), go to the store by yourself for your parent, take care of a smaller child in the family while parent is away, willingly help with the dishes, ask a parent what you can do to help, make somebody smile by your g -d deed?

16. What will you need when you grow up in order to have a happy life?

17. Why are you an important person?

INSTRUCTIONAL RESOURCES

General Materials and Resources

Encyclopedias

Almanac

Atlas

Maps -- physical and political: community, Los Angeles area, California, world; outline maps; highway maps

Globes

Filmstrips

Slides -- commercial and pupil prepared to demonstrate a concept

Films

Selected television documentaries and other pertinent programs

Recordings -- music of past and present generations within cultures

Tapes of sounds -- people working, playing, conversing; animals and insects in the natural environment; the city; classroom skits and social behaviors

Transparencies -- commercial or teacher prepared to vary motivational techniques

Summary charts -- to record results of pupil interviews and surveys, to summarize lessons, and to record vocabulary

Photographs -- of individuals, family members, and groups at school to illustrate social behavior and customs of the culture; of community workers; of environments

Pictures from magazines -- mounted and organized in a file by topic (i.e. Environments - Desert, Tropical)

Study prints

Kits -- student activity booklets and other multi-media materials for individual and group projects

Materials for learning centers or stations -- task activity cards with selected materials to complete tasks

Realia -- objects, artifacts, pictures, photographs, tools, minerals, clothing, etc., to introduce a concept, a period of time, or a culture.

Library books

Paperbacks

Readers -- containing stories or factual material related to social studies topics

Supplementary textbooks

Science books and materials related to particular topics in the social science program -- the earth and space, environmental pollution, weather, climate, physical traits of human beings, early man, time, energy sources, inventions, communication, transportation, technology, tools and machines, others

Music books -- songs of various cultural groups; topical songs

Collections of poetry relating to conceptual themes or topics

Obsolete textbooks -- to use in multi-reference lessons, at learning stations, for individual projects

Telephone directory -- to locate sources

Art and construction materials -- to make models of the community, scale maps of the classroom and home, group murals and individual pictures; to demonstrate various concepts through the media of the material

Physical education equipment and materials to engage in play activities of various cultures

Guest speakers from the community as resource persons to the classroom -- to demonstrate a job specialty, the work of protective agencies, creative crafts of a particular culture, government, fine arts; pupils may also talk informally with storekeepers and other business people whom they know

Trips within the community

School media center

School and public libraries

Supplementary Curriculum Materials (Los Angeles City Schools publications unless otherwise noted)

For Pupil Use

Grades 1 and 2

- Community Services Series -- The Way You Live. Pub. No. EC-269, 1969 (Teacher Publication and Five Pupil Booklets)
- Community Services Series -- The Way You Look and The Way You Feel. Pub. No. EC-278, 1969 (Teacher Publication and Four Pupil Booklets)
- Community Services Series -- The Way You Keep Safe. Pub. No. EC-277, 1969 (Teacher Publication and Four Pupil Booklets)

Grade 3

- Man Uses the Mountains, Book 1. Pub. No. EC-266, 1971
- The Sierra Nevada of California, Book 2. Pub. No. EC-267, 1971
- The Alps of Switzerland, Book 3. Pub. No. EC-268, 1971
- The Himalayas of Nepal, Book 4. Pub. No. EC-338, 1971
- Lands of Little Water. Pub. No. EC-251, 1968
- Lands of Dry Winds. Pub. No. EC-252, 1968
- Geography of the Los Angeles Area. Pub. No. EC-218, 1963
- Los Angeles, An Urban Community. Pub. No. EC-232, 1966
- Los Angeles, A Changing Community. Pub. No. EC-224, 1964

For Teacher Use

Grades 1 and 2

- Community Services -- The Harbor. Pub. No. X-54, 1965 (Teacher Resource Material)
- Community Services -- The Airport. Pub. No. X-66, 1966 (Teacher Resource Material)
- (See Community Services Series above)

Grade 3

- Contemporary Communities Series -- Mountain Communities. Pub. No. EC-249, 1968 (Teacher Resource Material)
- Contemporary Communities Series -- Tropical Islands. Pub. No. EC-250, 1968 (Teacher Resource Material)
- Contemporary Communities Series -- Communities in Frigid Climates. Pub. No. EC-253, 1968 (Teacher Resource Material)
- Contemporary Communities Series -- Desert Communities, Pub. No. EC-254, 1968 (Teacher Resource Material)
- Angelenos -- Then and Now. Pub. No. EC-111, 1966 (Teacher Resource Material)
- Geography of the Los Angeles Area. Pub. No. EC-77, 1963 (Teacher Resource Material)

General

- Art of Questioning in the Social Studies. Pub. No. EC-122, 1966
- Sequence Chart of Map and Globe Skills and Understandings, 1963

Source Materials

- California State Textbooks for Elementary Schools and Junior High Schools. Pub. No. GC-20, 1972-73

  Lists basic and supplementary texts for new adoption; also includes textbooks of the previous adoption for Grades 5 and 6.

- Textbooks in the Elementary Schools. Pub. No. EC-261, 1970-71 Revision

  Lists in addition to textbooks, readers on various ability levels -- many of which contain stories applicable to social studies.

- Instructional Planning Division Reference List No. 32 dated December 11, 1972, Subject: Books Reviewed for Elementary School Libraries: List No. 3, 1972-73.

  Contains annotated list and cost of numerous books applicable to programs in the social studies.

- Audio-Visual Services Section, September 1972 Edition, Subject: Resource List of Recently Evaluated Audio-Visual Materials.

  Contains annotated list of materials by subject areas and grade levels; prices and names of vendors also included.

- Audio-Visual Services Section, 1973 Supplement, Subject: Audio-Visual Films for Elementary Grades.

  Includes a list of films added to the circulating audio-visual library since the 1970 edition of this bulletin.

- Division of Instructional Planning, March 1969, Subject: List of Free Materials Approved for Use in Elementary Schools.

  Contains list of charts and other commercial materials, organized by subject area and available to teachers on request.

- Instructional Planning Division Reference List No. 34 dated January 2, 1973, Subject: Restoration of School Journeys for 1972-73 School Year.

  Contains list of approved school trips and procedures for requesting school journeys.

- Social Science Education Consortium, Inc. (Publications Office, SSEC, 855 Broadway, Boulder, Colo.) A non-profit organization funded by the National Science Foundation and the U.S. Office of Education.

  Distributes free The SSEC Newsletter and the ERIC-CHESS newsletter, "Keeping Up," to all interested persons. The newsletters contain information about social studies curriculum -- materials, instructional methods, and trends.

- California Bookmen's Association, Inc., 1972-73 (brochure)

  List vendors of major publishing companies and their representatives in California.